DOCUMENT RESUME

ED 027 630 24 EA 002 071

Curricular Materials for Use by Elementary School Personnel in Institutional Research. Final Report.
Southern Association of Colleges and Schools, Atlanta, Ga.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-7-D-035
Pub Date Dec 68
Grant-OEG-1-7-070035-3538
Note-44p.
EDRS Price MF-$0.25 HC-$2.30
Descriptors-*Curriculum Development, Educational Facilities, *Elementary Schools, *Evaluation, Guidelines, *Instructional Improvement, School Community Relationship, *School Personnel

This handbook was prepared to help clarify the process of faculty-conducted institutional studies at the elementary school level. It is designed to assist professional school personnel develop logical and practical procedures for school improvement, and should help school faculties clarify the approach to institutional self-study. A background to the study, tracing its development from conception to creation of the handbook itself, is also presented. (HW)

ED 027763

BR 7-D-035
PA-24
OE-BR

FINAL REPORT

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CURRICULAR MATERIALS FOR USE BY ELEMENTARY SCHOOL PERSONNEL IN INSTITUTIONAL RESEARCH

DECEMBER, 1968

U. S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

OFFICE OF EDUCATION
BUREAU OF RESEARCH

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The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education
Bureau of Research

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ACKNOWLEDGEMENTS

Appreciation is due the principals of elementary schools who have responded so well in the cooperative effort to develop A Handbook for Institutional Self-Study. Members of various State Elementary Committees, members of the Commission on Elementary Schools, and the officials of the Commission have been most helpful and have contributed immeasurably to the development of the instrument.

Special recognition is due Dr. Alberta Lowe, Professor of Education, The University of Tennessee and Dr. Thomas R. Landry, Professor of Education, Louisiana State University, for their contributions in writing and developing the basic materials in cooperation with H. Durell Ruffin, Executive Secretary, and Claude A. Taylor, Associate Executive Secretary, Commission on Elementary Schools.

SUMMARY

Purpose

This project was undertaken to develop an instrument designed for use in the training of elementary school personnel in the process of institutional research and self-study. Much of the theoretical knowledge necessary for such an instrument is available in Guides to Conducting Programs Of School Improvement and Evaluating the Elementary School. However, there has been lacking a brief, concise treatment of the procedures and activities followed in institutional self-study.

Procedures Followed

A writing committee of essentially three people developed a tentative edition of the instrument, using the professional literature relative to evaluation and self-study in addition to the publications indicated above. The initial draft of the instrument was submitted to elementary school personnel attending a regional conference consisting of participants from eleven (11) southeastern states. Each member of this conference was asked to submit an evaluation of the instrument and make suggestions for revision. Subsequently, the instrument was evaluated in state conference activities and additional suggestions were offered. A series of revisions through resubmission and feed-back resulted in the development of the final edition for publication. Literally, hundreds of people in the eleven (11) state region participated in these activities.

General Conclusions

The instrument has been accepted with enthusiastic approval by numerous schools and school systems that have used the material through the developmental stages of production. The brief, concise presentation of the procedures to be followed as well as the outline of the areas of evaluation were particularly enthusiastically received. It is the consensus of the feed-back from the use of the instrument that it is most helpful in clarifying the areas of evaluation and self-study for all school personnel.

Commitment

The principal of each school affiliated or accredited under the Cooperative Program of Elementary Education of the Commission on Elementary Schools will receive a copy of the instrument. Also a copy will be sent to each superintendent or person who coordinates the Cooperative Program in Elementary Education in each of the school systems having affiliated or accredited schools.

Introduction

Background of the Study

The Problem

The Southern Association of Colleges and Schools is concerned with the improvement of education at all levels. Recognizing the importance of quality education for elementary students as the bedrock of quality education in the total educational endeavor, the Southern Association is dedicated to provide leadership in a massive effort to improve elementary education in an eleven (11) state area[1] through an extensive program of institutional self-study operative at the individual school level.

In order for elementary schools to achieve basic capability and maturity in rigorous institutional research, solutions to two related problems must be sought: (1) unfamiliarity of the staffs of the elementary schools with this process, and (2) the shortage of well-trained leadership to serve as guides and consultants to schools in institutional research and self-study.

The Association initiated the Cooperative Program in Elementary Education in 1953.[2] Participation in this program is open to <u>any school</u> regardless of level of performance, if that school will agree to try to improve some phase of its program each year. Interest in improvement and a willingness to make an effort to improve are the only prerequisites to membership in the Cooperative Program in Elementary Education.

When a school achieves certain standards and has been a member of the Cooperative Program, it may seek accredited status. Prerequisite to achieving accredited status is the obligation of the school staff to engage in an in-depth institutional self-study.

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[1]Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

[2]See Appendix A for an outline of the Cooperative Program in Elementary Education.

Newly formed in 1965, the Association's Commission on Elementary Schools has the responsibility of continuing to administer the Cooperative Program in Elementary Education. Thus, the Commission has undertaken the first massive regional effort to improve the quality of elementary education through institutional research and self-study with an optional feature of accreditation.

At the present time the Southern Association has a working relationship with 5,228 elementary schools through their membership in the Cooperative Program in Elementary Education. Of this number, 1,705 have conducted self-studies with the aid of consultants and have been accredited by the Commission on Elementary Schools. These are generally among the larger, better financed and administered school systems. In excess of 10,000 other elementary schools in the eleven (11) state region are in need of improvement but lack the resources and/or leadership to break out of their present limitations. While adequate financial ability is a factor, the prime factors in improving the educational endeavor are relevant training and qualified leadership at the superintendent and principal levels.

The Association through limited staff leadership and a nucleus of dedicated volunteer leadership has been able to develop basic materials that delineate the methodology of the self-study process at the elementary school level.[3] However, for the purposes of staff development, leadership training and utilization, these basic materials need to be extended through the development of a handbook and visuals.

The purposes of this handbook should be to help clarify the process of faculty-conducted institutional studies at the elementary school level. It should be designed to assist professional school personnel in the development of logical and practical procedures for school improvement. It should focus upon the institution's purposes, services and resources and thus provide the basis for continuing efforts to improve the quality of educational opportunities offered.

The availability of the handbook to elementary schools both within and without the eleven (11) state region should greatly enhance school improvement activities in individual schools as well as school systems having responsibility for providing educational opportunities for children of elementary school age.

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[3]See Guides To Conducting Programs Of School Improvement and Evaluating the Elementary School, publications of the Commission on Elementary Schools, Southern Association of Colleges and Schools.

Major Activities

Pursuant to the availability of funds, the project director established a Steering Committee for the project consisting of himself, Dr. Thomas R. Landry, Chairman, Commission on Elementary Schools, Southern Association of Colleges and Schools, and Professor of Education, Louisiana State University, Baton Rouge, Louisiana and Mr. Claude A. Taylor, member of the Board of Trustees, Southern Association of Colleges and Schools, and Coordinator of Evaluation, State Department of Education, Frankfort, Kentucky.

The committee met June 2 and 3, 1967, and formulated plans for initiating the implementation of the project activities. As a result of this meeting, Dr. Landry agreed to develop preliminary transparencies using Evaluating the Elementary School and related publications as source materials. Dr. Landry was authorized to secure consultative and production assistance in this endeavor. Dr. L. M. Harrison, Professor of Education and Director of Audio-Visual Education, Louisiana State University was employed to assist Dr. Landry.

The above preliminary transparencies were produced and available for viewing and evaluation during the Second Annual Summer Conference on Elementary Education sponsored by the Commission on Elementary Schools held at the Grove Park Inn, Asheville, North Carolina on July 19-22,1967. Three hundred seventy three (373) participants attended the conference.

On July 1, 1967, Claude A. Taylor joined the staff of the Southern Association of Colleges and Schools as Associate Executive Secretary of the Commission on Elementary Schools. Since July 1, 1967, his services to the project have been in the role of a full time employee of the Southern Association of Colleges and Schools rather than a consultant.

During July, 1967, Mr. Ruffin and Mr. Taylor began negotiations with Dr. Alberta Lowe, Professor of Education, University of Tennessee, Knoxville, Tennessee, relative to securing her services in assisting with project activities. Dr. Lowe accepted the responsibility of helping write and develop the materials with the commitment of the equivalent of two months of service. The agreement reached was

to the effect that Dr. Lowe should take the materials developed by Dr. Landry and associates as a starting point and carry forward the development of materials in cooperation with Mr. Taylor and Mr. Ruffin.

On September 21 and 22, 1967, Dr. Lowe and Mr. Taylor established a broad outline for the development of the proposed Handbook for Institutional Self-Study. It was agreed that the multi-visual technique would be utilized. Each page should carry brief printed statements applicable to the topic under consideration with appropriate illustrative art work. The materials should be produced in handbook form in both stapled and loose-leaf editions. This would ensure maximum adaptability and flexibility in their utilization.

During the later part of 1967 and the first few weeks of 1968, Dr. Lowe and Mr. Taylor worked together and separately on numerous occasions, developing the proposed text of the material for publication. Reactions were sought by mail from many people and the services of Dr. Thomas R. Landry, as a consultant, were utilized.

Dr. Alberta Lowe presented a progress report to the Executive Council of the Commission on Elementary Schools on February 2 and 3, 1968 and asked the help and suggestions of the members. Several members of the Council responded with valuable suggestions.

In May of 1968, Mr. Tony Anthony was employed as an art consultant to assist in developing illustrative materials for the text presentation. Subsequently, Dr. Lowe and Mr. Taylor had several conferences with Mr. James Phillips, Director, Office of Information Services, and Mrs. Sally Pope, Editorial Assistant, Office of Information Services, Southern Association of Colleges and Schools, and Mr. Anthony concerning the illustrative materials and the proposed lay-out of the publication.

The mimeograph draft of the text of the publication was presented during the activities of the Commission on Elementary Schools during the Third Annual Summer Conference on Elementary Education held at Myrtle Beach, South Carolina July 17-20, 1968. A copy was presented to each of the four hundred (400) participants asking for reactions and suggestions for improvement. Subsequent revisions were made incorporating many of these suggestions.

The manuscript was committed to the printer in September, 1968 for publication. Copies of the first printing were available early in October and were presented to members of the Executive Council and each of the State Chairmen representing the eleven (11) states served by the Commission on Elementary Schools. This meeting was held at Stone Mountain Inn, Stone Mountain State Park near Atlanta, Georgia.

Subsequent to the Stone Mountain meeting and prior to the Annual Meeting of the Southern Association of Colleges and Schools held in Atlanta, Georgia, December 1-4, 1968, fifty (50) copies of the bound edition of the publication were sent to each State Chairman of the eleven (11) state region for use with groups of principals and other educational leadership personnel.

The following excerpts from the statements of State Chairmen indicate the reaction of materials included in the publication:

> "Usually, the faculty of a school becomes very frustrated when trying to evaluate the school's philosophy and the program designed to accomplish what the faculty says it believes. This publication does more to cut through the maze of prejudice, more-of-the-same, and lethargy in a staff than any publication that has ever come to my attention. The use of the Handbook can only result in a better education for the children in our school."

> "The Handbook really helps me to understand how we can go about improving our school. It gives our faculty a clear method of procedure as well as spelling out the types of activities to be followed. I would not trade it for any book or publication that I have seen in professional literature."

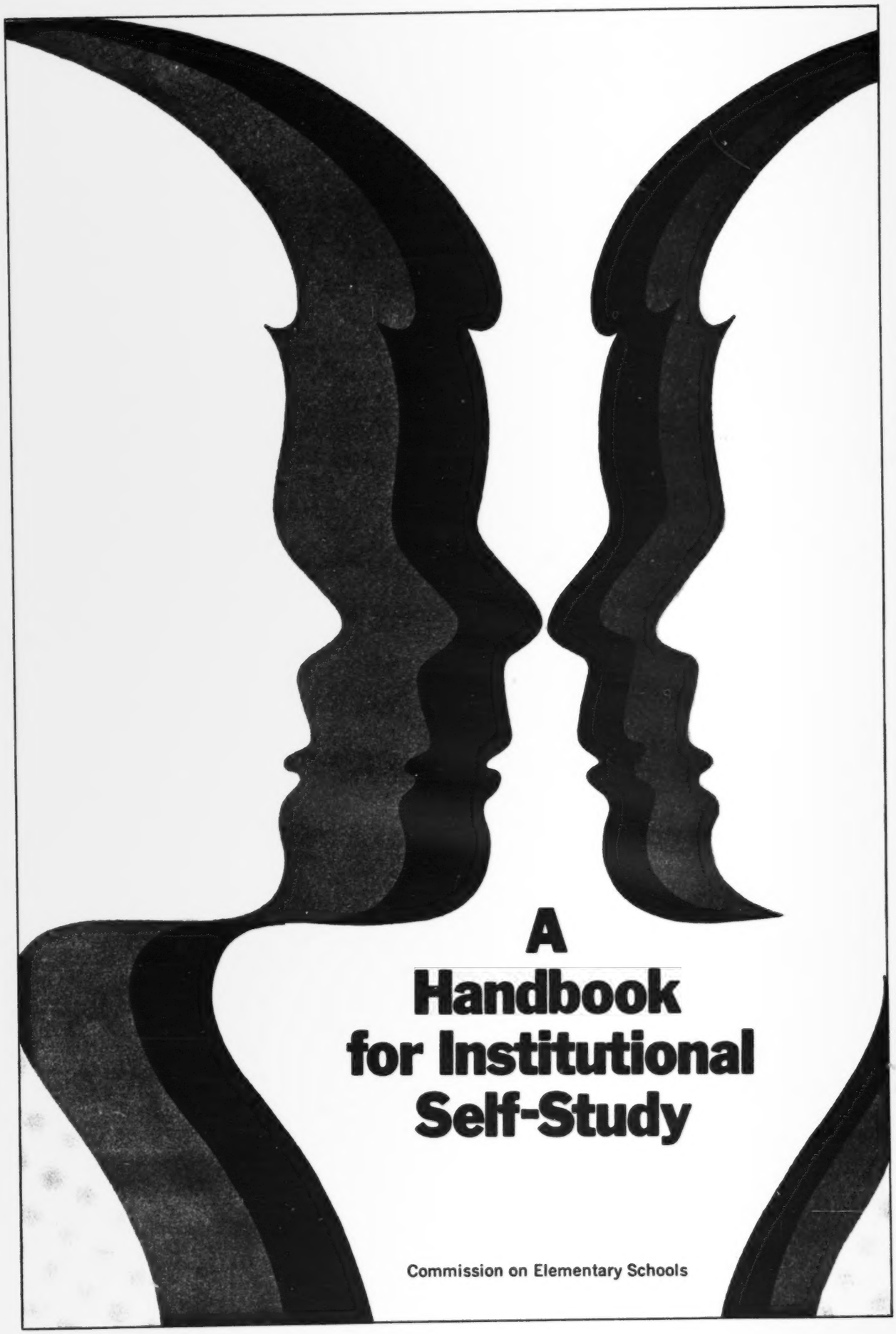
> "The Handbook is to evaluation and self-study what a roadmap is to a travel agency. It clearly tells us how you can get there and even suggests what you need to take with you on the journey. I would not trade my copy of the Handbook for a bakers dozen of the usual books available on education."

"I recently showed a copy of the Handbook to the students in my course, The Elementary Principal. The students are very much excited about the material. I can predict that when these people actually become principals, they will provide much better leadership because of their experience with this publication."

"It has been extremely difficult to convince a number of our principals that the self-study process is manageable. This publication presents the procedure so simply that even some of our die-hards have become enthusiastic. Some of our antiquated methods and activities just could be on the way out."

"The book is such an attractive publication that when you pick it up, you cannot put it aside until you have looked through it. When you start looking through it, you cannot lay it down until you have read it in detail. It not only is attractive but it clearly and precisely spells out a way-of-life in the self-study procedure."

"We have done many things in the last two decades to try to improve the quality of elementary schools in the Southern Region. We have built on these accomplishments and this foundation has made the Handbook possible. However, I do not believe we have done any single thing that approaches the promise of improvement in schools that we can predict from the use of the Handbook. It truly is a major accomplishment."



A Handbook for Institutional Self-Study

Commission on Elementary Schools

Acknowledgements

This handbook was produced through financial support of the Southern Association of Colleges and Schools in conjunction with a grant from the U. S. Office of Education. The writing of the text of the material was done by Dr. Alberta Lowe, Professor of Education, The University of Tennessee and Dr. Thomas R. Landry, Professor of Education, Louisiana State University, assisted by H. Durell Ruffin, Executive Secretary, and Claude A. Taylor, Associate Executive Secretary, Commission on Elementary Schools. The handbook also is available in loose-leaf form for projection use.

Preface

The purpose of this handbook is to help clarify the process of faculty-conducted institutional studies at the elementary school level. It is designed to assist professional school personnel in the development of logical and practical procedures for school improvement.

While the materials presented are intended to be introductory and supplementary to *Evaluating the Elementary School* and *Guides to Conducting Programs of School Improvement,* this publication should help school faculties clarify the approach to institutional self-study. If desired, more detailed help is available in the publications mentioned above.

What Is an Institutional Self-Study?

It is an in-depth study that:

- focuses upon the institution's purposes, services, and resources
- provides the basis for continuing efforts to improve the quality of educational opportunities offered

Expected Outcomes

A. Staff development

- clearer understanding of the purposes of the institution and the needs of students
- increased skill of the staff in working together
- increased interest in professional growth and experimentation

B. Program development

- improved learning opportunities for students
- more appropriate use of resources
- increased adaptability to educational change

C. Improved public confidence

- greater confidence in the institution by the students and public
- more constructive participation by students in the activities of the institution
- greater interest in the affairs of the institution by the public

D. Continuing program of educational improvement

- continuous involvement of staff and others concerned
- periodic reexamination of previously established goals and setting of new goals
- periodic reevaluation of resources available or needed to accomplish established goals

Characteristics of a Valid Self-Study

A. Cooperative involvement of people concerned

- staff
- students
- other persons

B. Comprehensive study of many factors

- students
- purposes of the institution
- program offered
- resources available

C. Carefully designed procedures

- formulating plans of action
- appraising professional studies
- engaging in periodic evaluation

D. Planning and projection

- establishing long and short range goals
- determining priorities
- formulating new plans of action

A Unique Design for Conducting Self-Studies

What is the unique design for conducting institutional self-studies developed by the Commission on Elementary Schools of the Southern Association of Colleges and Schools?

The program of the Commission incorporates the characteristics of a valid institutional self-study into a unique procedural design which features a logical four-step "Cycle" for determining:

- what is desirable
- what is the present situation
- what improvement is in progress
- what other improvement is needed

This procedure is referred to as "The Cycle."

Application of "The Cycle" in Conducting the Self-Study

How can the cycle be used in an institutional self-study?

It is applied to each of the six major areas:

- purposes
- program
- personnel
- facilities
- school-community interaction
- coordination

One example in each area is presented on the following pages for illustrative purposes.

Purposes*

A. What are desirable purposes for this school?

To answer this question the faculty must:

- prepare a tentative written statement of purposes
- check the validity of the tentative statement
- refine the tentative statement and plan for keeping it current

B. How should the staff develop a tentative written statement of the school's purposes?

To answer this question the staff uses such procedures as:

- conducting a group discussion with someone recording the individual statements
- asking each member to write one or more purposes and compiling the list
- dividing into small groups to formulate purposes and compiling the list

C. How can the faculty tell if its tentative statement of the school's purposes is valid?

To answer this question the faculty makes detailed studies of:

- what the children are like in this particular school
- what the community is like
- what support for the statement can be found in current literature and research about desirable school purposes

D. How is the tentative statement refined and kept current?

To answer this question the faculty should:

- make changes indicated by data available concerning the pupil population and community
- make changes indicated by the literature and research
- make plans for periodic reviews of the statement

*A modification of "the cycle" procedure is used for this one area.

Program: Aesthetic Appreciation and Creative Expression — Music*

A. What is a desirable school music program?

The faculty answers this question by:

- stating its current beliefs about time allotment, pupil participation, vocal and instrumental music experiences, creative activities, staffing, teaching responsibilities, public programs, and resources
- examining professional literature concerning school music programs and seeking the opinions of pupils, parents, and other educators
- evaluating and refining its statement of beliefs about a desirable program in school music

B. What program in music does the school have?

The faculty answers this question by:

- describing the school's present music program
- comparing this present program with what it believes to be desirable
- identifying strengths of the program
- identifying areas needing improvement

C. What is being done to improve the school's music program?

The faculty seeks the answer by:

- identifying improvements in progress in the music program
- describing refinements made in the program, in-service education projects, acquisition of new equipment and materials, and progress being made in the use of available resources

D. What additional plans should be made to improve the school's music program?

The faculty answers this question by:

- clarifying long-range goals
- selecting attainable short range goals
- establishing priorities and plans for achieving goals

*See pages 17-45 in *Evaluating the Elementary School* for additional information and help on evaluating the entire program.

Instructional Personnel

A. What is a desirable instructional staff?

The faculty must find answers to this question by:

- stating its current beliefs about staff, giving attention to: number and kinds of staff needed, professional and personal qualifications including certification, provisions for continuing education, conditions of employment and desirable balance in terms of experience, sex, and special skills
- examining professional literature, research, and current practices concerning staff effectiveness and qualifications
- evaluating and refining its statement of beliefs about a desirable instructional staff in relation to agreed upon purposes

B. What instructional personnel does the school have?

The faculty answers this question by:

- describing the present staff
- comparing the present staff with what it believes to be desirable
- identifying staff strengths
- identifying unmet needs in the area of personnel

C. What is being done to improve instructional staff needs?

The faculty should answer this question by:

- identifying efforts to create the climate that encourages staff growth
- describing in-service education projects
- identifying staff efforts to continue training and participate in professional activities

D. What additional instructional staff improvements are needed?

The faculty must answer this question by:

- identifying the school's long range personnel needs
- identifying immediate and attainable personnel needs
- establishing priorities and plans for meeting personnel needs

Facilities

A. What are desirable facilities for this school?

The faculty must find answers by:

- stating its current beliefs about desirable facilities to house the school's program of indoor and outdoor education in relation to the number and type of children served
- examining professional literature concerned with educational facilities, and soliciting ideas from pupils, parents, and others
- evaluating and refining its initial statement of beliefs regarding desirable facilities for this school

B. What facilities does the school have?

The faculty answers this question by:

- describing the quality and adequacy of the present school plant including materials and equipment
- comparing the present facilities with the desirable
- identifying adequate aspects of the school's facilities
- identifying inadequacies in availability and use of facilities

C. What is being done to improve the school's facilities?

The faculty must find answers to this question by:

- identifying efforts to improve the maintenance and housekeeping of the school's existing facilities
- evaluating the utilization of the existing facilities

D. What additional plans should be made to improve the school's facilities?

The faculty answers this question by:

- clarifying long-range goals regarding school facilities
- identifying attainable short-range goals
- establishing priorities and plans for achieving goals

School-Community Interaction

A. What is desirable school-community interaction?

The faculty must answer this question by:

- stating its beliefs about desirable interaction between the school and the community, giving attention to such items as using community resources, sharing of school and community facilities, relating the school to community improvement, involving the community in school affairs, and relating these activities to the school's stated purposes
- examining pertinent professional literature and conferring with parents, school personnel and community leaders
- evaluating and refining its statement of beliefs about desirable school-community interaction

B. What is the present program of school-community interaction?

The faculty answers this question by:

- describing all aspects of the program
- comparing the existing program with its beliefs about the desirable
- identifying positive aspects and strengths

C. What is currently being done to improve the program of school-community interaction?

The faculty answers this question by:

- identifying efforts in progress
- describing these efforts and their effectiveness in improving school-community interaction
- evaluating the school's program in the community setting

D. What additional plans should be made to improve the program of school-community interaction?

The faculty answers this question by:

- clarifying long-range goals in this area
- selecting attainable short-range goals
- establishing priorities and plans for achieving goals

Coordination

A. What is desirable coordination?

The faculty must answer this question by:

- stating its beliefs about coordination within the school and system in such areas as patterns of school and class organization, plans for reporting pupil progress, use of school facilities, teaching responsibilities, committee participation, and the selection of teaching-learning materials
- studying professional literature, visiting other school plants, and seeking the counsel of colleagues and school leaders
- evaluating and refining its statement of beliefs about school coordination

B. What coordination does the school have?

The faculty answers this question by:

- describing the present in-school and system-wide coordination
- comparing all aspects of the present situation with faculty beliefs about desirable coordination
- identifying strengths in the program
- identifying areas where improvements in coordination are needed

C. What is being done to improve the area of coordination?

The faculty must find answers to this question by:

- identifying efforts in progress to improve in-school coordination
- identifying efforts in progress to improve system-wide coordination
- describing these efforts to improve coordination

D. What additional plans should be made to improve the area of coordination?

The faculty answers this question by:

- determining long-range goals in achieving improved coordination
- identifying attainable short-range goals
- establishing priorities and plans for achieving goals

Next Steps

A. Summarizing needed improvements

The faculty accomplishes this by:

- listing revised long-range goals
- listing revised short-range goals
- setting up a priority list of revised attainable goals

B. Making available a written report of the self-study to a visiting committee

The visiting committee functions by:

- evaluating the self-study
- assessing the extent to which standards are being met
- providing consultative service to the faculty by reviewing the self-study
- offering suggestions for continuing improvement

C. Developing a revised plan of action

The faculty does this by:

- listing revised long-range goals
- listing revised short-range goals
- setting up priorities

D. Participating in continuing school improvement

The faculty accomplishes this by:

- using long and short-range goals as the basis for projecting new plans
- engaging in an annual improvement project
- reviewing periodically achievements accomplished leading to future self-studies

Proposed Changes

A. Are the proposed changes consistent with the school's purposes?

The faculty answers this question by:

- reviewing the school's purposes in relation to the proposed change
- evaluating the possible imbalance of time and effort to accomplish the change
- evaluating the effect of the proposed change on all the children of the school

B. Are the proposed changes valid?

The faculty answers this question by:

- studying pertinent research
- reviewing current professional literature
- assessing national and regional educational trends

C. Will the proposed changes promote good morale?

The faculty answers this question by:

- interviewing children
- consulting teachers
- seeking opinions of parents

D. Will resources be available to effect the proposed changes?

The faculty answers this question by determining requirements for:

- staff
- special services
- instructional materials

Continuing Institutional Improvement

How does the self-study provide for continuing institutional improvement?

The design of the self-study provides for continuing school improvement through:

- participation of staff in the self-study process which includes establishing goals, planning activities designed to achieve improvements, carrying out the plans, and evaluating the improvements
- involvement of staff in established periodic activities which place emphasis on continuing institutional improvement
- reexamination of previously established long range goals and using revised goals as determiners of future action

Any institution seeking a method of continuing educational improvement can use the design presented in this handbook

Appendix A

THE COOPERATIVE PROGRAM IN ELEMENTARY EDUCATION

The Cooperative Program in Elementary Education is a research oriented approach to effective school improvement in the eleven (11) state area served by the Southern Association of Colleges and Schools.

The Cooperative Program is sponsored and administered by The Commission on Elementary Schools, Southern Association of Colleges and Schools, 795 Peachtree Street, N.E. Atlanta, Georgia 30308

Geographical Areas Served By The Program

Eleven southern states

Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia

Latin American Countries (American Schools)

Peru, Argentina, Mexico, Paraguay, Brazil, Ecuador, Dominican Republic, Bolivia, El Savador, Columbia, Guatemala

Participation In The Program

819 school units (public and private)

5,260 elementary schools

105,000 professional personnel

2,634,798 school children

The Purpose

The purpose is to help every elementary school become a better school:

Through the cooperative efforts of the staff

By studying significant problems of the school unit

By sharing with other schools and systems in the region

Uniqueness Of The Program

Open to all elementary schools regardless of their resources

Only program for elementary schools sponsored by a regional accrediting association

Facets Of The Cooperative Program

Two kinds of participation:

1. Affiliation

   For all schools whose faculties are willing to work cooperatively on school problems

   Involves enrollment in the program and the undertaking of cooperative studies

2. Accreditation

   For those affiliated schools wishing accredited status

   Involves meeting of standards, conducting a self-study, and following prescribed procedures

How School Units Affiliate

A single school or an entire system of schools may affiliate.

1. A formal application is filed with the regional office in Atlanta

2. A significant local problem is selected for cooperative study by each school faculty

3. The plans for the studies are reported to the state chairman

4. The staff implements the study plans

5. The schools and systems receive Certificates of Affiliation

Obligations Of Affiliated Units

Each school unit:

1. Makes application each year and pays appropriate fees
2. Undertake cooperative studies at the faculty levels
3. Reports plans and progress to the state chairman
4. Shares promising practices with other affiliated units
5. Has representation at affiliation-related functions at local, state, and possibly regional levels

Opportunities Afforded Affiliated Units

Affiliation benefits that accrue:

1. Solutions to pressing local problems through cooperative studies
2. Stimulation and assistance in school improvement efforts

   through publications
   through conferences
   through consultant services

3. Leadership training through local, state, and regional activities
4. Public recognition of a unit's efforts to improve

The Accreditation Program--An Additional Service For Affiliated Units

Affiliated schools may seek accredited status after one year of affiliation

by meeting minimum standards
by conducting a self-study
by making long-range and short-range improvement plans
by making necessary application

Research Oriented Approach To Cooperative Problem Solving A Key To Effective School Improvment Programs

The major activity of both affiliated and accredited schools

1. Affiliated units select significant problems for cooperative study on a continuing basis

2. Accredited units also do cooperative study on:

   a continuing basis
   a completed self-evaluation at regular intervals
   cooperative study each year of problems identified through self-evaluation